The OECD-Norway Implementation Support

Implementing the new competence development model for schools

Summary of the University Network Workshop

Oslo, 26th September 2019

The university network workshop aims to further discuss and refine the implementation strategy of the new competence development model for schools. To this end, the OECD team will present the conclusions of the initial OECD policy assessment, and the universities and representatives from school owners and county governors will discuss and comment the results. The comments will be used to update the OECD draft of the final assessment of the model implementation.

During a second session, the participants will discuss identified challenges of the implementation strategy, and propose potential solutions. These solutions and their feasibility will be discussed in plenary session.

Workshop summary

The purpose of the meeting was to steer a discussion on the definition of quality within the new competence development model for schools, and associated indicators to measure progress and benefits. It was also the opportunity to discuss and share practices, challenges and explore ways forward with the implementation of the model. For this purpose, the workshop was organised around round table discussions for University Network representatives to exchange. Tables had ample time for discussions, with OECD providing triggering questions and summarising main points in plenary. The content of the discussions is summarised in the following two sections on quality and indicators.

What does the new model implies in terms of quality?

Quality in general is characterised as the effective learning (content, practice, etc.), discussed or co-created in a trusting environment. It is seen as heavily relying on teachers and school leaders' education, and on the capacity of the education system and its actors to develop constantly.

Figure 1. Summary of the quality dimensions
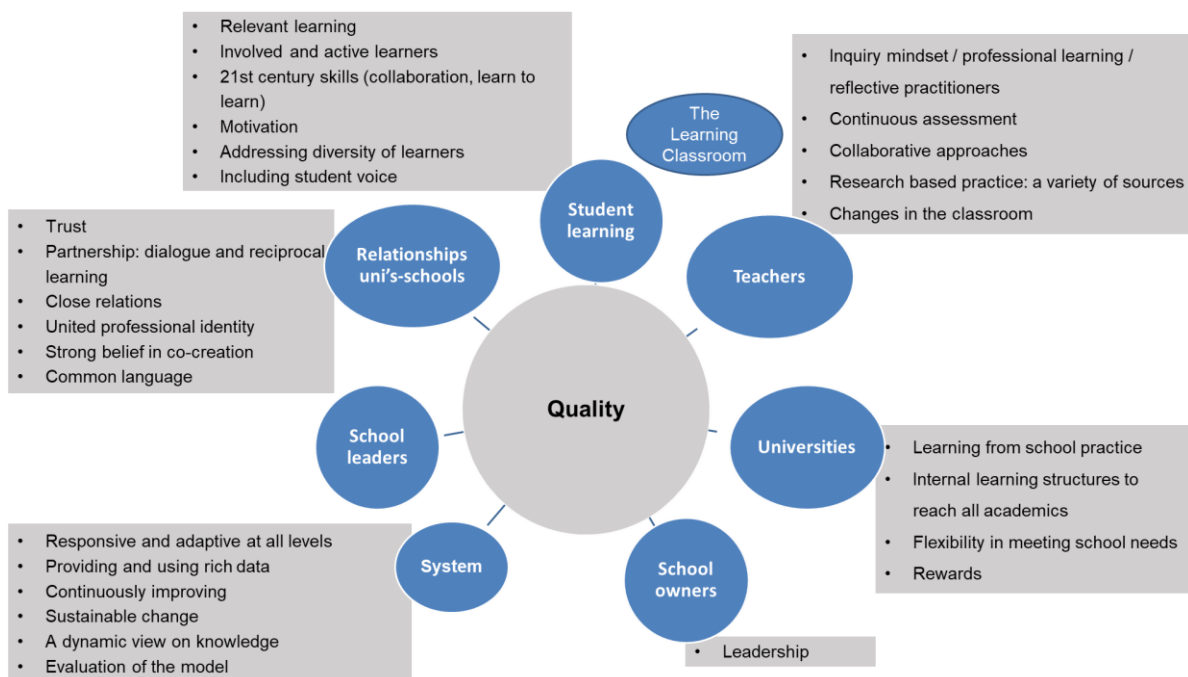
Source: University Network Workshop discussions

A learning experience of quality for students is relevant to them and leaves space for students' voice. It engages and motivates students, develops their self-efficacy, as well as their ability to apply knowledge and skills in and outside the classroom, both individually and collectively. It develops proficiency in basic and 21st-century skills, learning strategies to graduate upper secondary education, and realises the potential of each student.

Improving the learning experience of students may nevertheless require to transform the learning environment. Students' voice needs to be brought in, and assessments aligned with the definition of "quality".

The capacity of teachers is interrelated with the trust vested in them as professionals and co-developers of their own knowledge. Teacher's ability to involve all students, use various forms of knowledge, and be flexible will influence the learner's experience. It requires from teachers constant self-reflection, assessment of their professional development needs, and development towards enquiry-oriented pedagogy. This implies for teachers to understand where they are, where they want to go, and to be willing and dare to trial new methods with some room for error. This should take place as part of a trustworthy, collaborative professional communities in school, and with other schools and universities.

The quality of the partnership between schools and university is also crucial for the success of the new model. Strong relationships are characterised as based on equality and dialogue between universities and schools. They build upon a common understanding of what a partnership is, and what school-based competence development means. They are strengthened by constructive leadership rather than hierarchy. Moreover, relationships are strong if universities and schools are close together, and both learning from one another: teacher can ground their practice on academic research, and teacher educators' capacity is improved by constant contact with and learning from schools and classrooms, in particular when experienced educators from universities (not just newcomers) get involved with the competence development model.

How do we know we are moving forward?

The second discussion of the workshop focused on how to measure quality, and create or identify indicators to show progress and benefits of the new model. Table 1 presents some of the dimensions that represent the different facets of quality interesting the University Network representatives. Table 2 is a first attempt at identifying potential indicators and their existing data sources to measure quality.

Table 1. Relevant dimensions for indicators

Indicators about:	
Ownership of the model	Understand own and others' role and responsibilities; local needs are analysed and mapped in a way that ensure ownership at school level; any development plan systematically springs from a diagnosis phase.
Collaboration	Collaboration exists between all levels; collaboration is the fuel for competence development; drafts of learning networks; emergence of a professional learning community; school owners and universities develop a joint plan for teacher development with joint goals; teachers are involved in the planning of professional development; increased exchanges between institutions and pre-service teachers; students have a voice.
Effect on teaching / pedagogical leadership	Teachers' practices improve; research influences the improvement in teaching practices; teachers and schools are willing to improve; improvement in the leadership of pedagogic processes.
Effect on students' learning	Students' learning experience improves; students have better learning strategies; students want to learn more; "loyalty" indicator measuring if students stay in the school.
Quality of the development	Universities and schools apply to NFR or institutions financing research; teachers' cooperation time and meetings are used in new and effective ways for development; changes in beliefs and practices of scholars, including teacher trainers.
Involvement across the system	Policymakers and school owners create space and resources for staff.

Source: University Network Workshop discussions.

Table 2. Suggestion for indicators

Domain	Element	Measure	How to
Students	Eagerness to learn (motivation)		Existing survey
	Experience of teaching / is it relevant?		Survey
	Student outcomes		Existing tests / New evaluation framework needed
	Learning how to learn		
	Student retention		
Teachers	Collaboration	Participation in professional learning communities Time spent in collaboration Mentoring	Survey / interviews
	Culture for sharing, testing and failing		
	Teacher engagement and influence in decision making		
	(Change in) Teaching practices		Observations / Student opinions
	Research impact on practice		
	Self-assessment competences / (second order) reflection		
	Teacher professional development		
Teacher trainers / researchers	State of the art knowledge of education practice		
	Changes in beliefs and practices		
School owners / school leaders	Collaboration		Survey
	Analytical competences (school needs)		Survey / self evaluation
	Plans		
	Leadership (in pedagogic processes)		
Relationships schools – uni's	Collaboration, more specific partnership	Number of collaborative applications for research funding Increased exchange	Survey / Formative dialogue research*
	Learning networks		

Source: University Network Workshop discussions.

To measure (some of) these indicators, there already exist numerous sources such as: national student and teacher surveys, students' feedback, continuous self-evaluation formative dialogue research, interviews, etc. Teachers would need to be trained to either use indicators appropriately, or reflect on their needs to provide constructive feedback. Research should support the definition and development of indicators.

At the system level, a comprehensive framework needs to be created. A few survey/evaluation frameworks exist (e.g.: *medarbeiderunsersokelsen*, *elevundersokelsen*, *a.s.o.*) but they only partially answer questions about teacher development and related issues. The use of website and digital platforms is well indicated to foster transparency and support communication. However, the core of the model lies on local adaptation, which

implies developing for instance national indicators with possibility for local interpretation, while not narrowing down progress to only a few indicators.

Finally, the model is aligned with curriculum's deep learning ambitions, and promotes by design synergies between classroom practice and teacher education, supporting important organisational development at school and university levels. It supports partnerships and collaboration, and allows for collaborative learning. Such partnerships take time to take root, so the timeline to measure progress should be set accordingly.

Agenda of the University Network workshop

Table 3. Agenda for OECD activities

	Activity
10h30-10h45	**UDIR's introduction of the project with the OECD**
10h45-11h45	OECD overview of the key messages of the report and Q&A.
11h45-12h00	Description of the tasks for table discussion
12h00-13h00	Table discussion on "What do we mean by quality?"
13h00-14h00	**Lunch break**
14h00-15h00	Table discussion on "How do we know we are moving forward, and in the right direction?"
15h00-15h15	**Coffee break**
15h15-15h45	Plenary discussion
15h45-16h00	**OECD wrapping-up**

OECD review team members

Biographies of the review team members.

Pierre Gouëdard is an analyst at the OECD Directorate for Education and Skills. An economist specialised in economics of education, he has researched in areas of teacher careers, teacher health, affirmative action and access to higher education, and taught in the field of economics in Sciences Po and La Sorbonne.

As a former member of the Laboratory for Interdisciplinary Evaluation of Public Policies, he developed an analytical framework to modelise student's orientation decision after upper secondary education.

At the OECD, Pierre has led the Japan Country Review, and been part of the Greek Country Review and the Welsh initiative to transform Schools as Learning Organisations.

Pierre holds a PhD in Economic Sciences from Sciences Po Paris.

Beatriz Pont is a senior education policy analyst at the OECD Directorate for Education and Skills, with extensive experience in education policy reform internationally. She leads the OECD Country Reviews Programme and recently led the comparative series on education reforms Education Policy Outlook. She has specialised in various areas of education policy and reform, including equity and quality in education, school leadership, adult learning and adult skills. She has also worked with individual countries such as Mexico, Norway, Sweden or United Kingdom (Wales) in their school improvement reform efforts.

Previously, Beatriz was researcher on education and social policies in the Economic and Social Council of the Government of Spain and also worked for Andersen Consulting (Accenture). She studied Political Science at Pitzer College, Claremont, California, and holds a Masters in International Relations from Columbia University. She has been research fellow at the Institute of Social Sciences (Tokyo University) and at the Laboratory for Interdisciplinary Evaluation of Public Policies (LIEPP, Science Po, Paris). She is completing her PhD at the Complutense University, Madrid and holds and honorary doctorate from Sheffield Hallam University.

Rien Rouw is strategic advisor at the Dutch Ministry of Education, Culture and Science, where he leads a project on policy evaluation. He is also affiliated as an external consultant to the Stategic Education Governance team at the OECD's Education & Skills Directorate. Previously he worked as policy analyst at the same Directorate, where he has been involved in research on governing complex education systems. He also worked as research fellow at the Netherlands School for Public Administration and at the Dutch Scientific Council for Government Policy, doing research on evidence based policy making in Dutch government.

Claire Shewbridge heads the Strategic Education Governance (SEG) project in the OECD's Centre for Educational Research and Innovation (CERI). This focuses on how to effectively design and implement policies in complex environments, building a strategic vision for the system, identifying and addressing capacity needs at different levels, providing timely and relevant feedback and ensuring that stakeholders are actively and effectively involved at each stage of the policy process.

Claire has worked at the OECD for over 20 years. In the OECD Directorate for Education and Skills, she spent 8 years conducting comparative analysis of policies in different thematic areas, most recently on the effective use of school resources, and before that she focused on evaluation and assessment policies and migrant education, both including

specific reviews in Norway. She has led policy reviews in thirteen countries and led international analysis on school evaluation, education system evaluation and the allocation of school funding.

For five years, Claire worked on the Programme for International Student Assessment (PISA), with a focus on learning from self-reports of students in participating countries. She led analysis of student attitudes towards science learning and the environment (PISA 2006), and co-ordinated analysis on student use of computers, motivations and aspirations of different student groups (PISA 2000, 2003). In her early work with the OECD, she worked on OECD statistical publications Education at a Glance and the OECD Employment Outlook.